

DOCUMENT RESUME

ED 193 823

EC 130 145

AUTHOR Andrew, Dean C.
 TITLE Louisiana Outreach Project for Preschool Handicapped Children. Final Evaluation Report for 1978-79.
 INSTITUTION Educational Planning and Evaluation Services, Magnolia, Ark.
 PUB DATE Jun 79
 NOTE 59p.: Print is marginal and may not reproduce well.
 EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Demonstration Programs; *Disabilities; *Preschool Education; Program Descriptions; Program Evaluation
 IDENTIFIERS *Model Preschool Program Handicapped Children LA

ABSTRACT

The document presents the 1978-79 final evaluation report for the North Central Louisiana Model Preschool Program for Handicapped Children, which provides a model program of services for 30 to 40 preschool children, demonstrates this model to other school districts throughout Louisiana, and assists those who desire to replicate it. The project provides services in a central location; provides instruction with an individually planned program for each child; designs and implements curricula in language development, social and self help skills, fine and gross motor skills, and readiness skills for each of the handicapping conditions; implements a parent-family participation component; develops coordination among the model program, the public school systems, parish health clinics, mental health clinics, and other community agencies within the target area; conducts training sessions for parents of children in the program to provide follow through assistance in the home; and cooperates with teacher and prenursing preparation programs at two universities. Aspects covered in the report include identification and description of personnel, instructional, and behavioral program variables; program objectives; planned evaluation; and evaluation findings. (DIS)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED193823

Final Evaluation Report
for 1978-79

Louisiana Outreach Project
for
Preschool Handicapped Children

Lincoln Parish
Ruston, Louisiana

Prepared by

Dr. Dean C. Andrew
Educational Planning and Evaluation Services, Inc.
Magnolia, Arkansas 71753

June 1979

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Dean C.
Andrew

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

EC130145

Table of Contents

	<u>Page</u>
I. Background Information	1
II. Locale	2
III. Identification and Description of Program Variables	2
A. The Personnel Variables	2
B. Instructional or Process Variables	3
C. Behavioral Variables	15
IV. Program Objectives	15
V. Planned Evaluation	16
VI. Evaluation Findings	16
A. Overall Program Objectives	16
VII. Summary of Findings, Conclusions, and Recommendations	30
A. Summary of Findings	30
B. Conclusions	41
C. Recommendations	41

Appendix

I. BACKGROUND INFORMATION

The North Central Louisiana Model Preschool Program for Handicapped Children is in the fifth year of operation.

The overall purpose of this project is to provide a model program of services for a group of 30 to 40 preschool handicapped children, ages 3-5, and to demonstrate this model to other school districts throughout Louisiana and assist those who desire to replicate it. Children in the program include mentally retarded, emotionally disturbed, learning disabled, physically handicapped, speech handicapped individuals and hard of hearing children residing in the North Louisiana Hill Parishes.

As a regional, cooperative agency, school-based model, the project (1) provides services in a central location in the Lincoln Center in Ruston, La.; (2) provides instruction with an individually planned program for each child; (3) designs and implements curricula in language development, social and self-help skills, fine and gross motor skills, and readiness skills for each of the handicapping conditions; (4) implements a parent-family participation component; (5) develops coordination between the model program, the public school systems, parish health clinics, mental health clinics, and other community agencies within the target area; (6) conducts training sessions for parents of children in the program to provide follow-through assistance in the child's home; and (7) cooperates with teacher and pre-nursing preparation programs at Louisiana Tech and Grambling Universities.

During the 1974-75 school year, coordination efforts resulted in 22 different agencies and/or groups providing support services to the model preschool handicapped program.

During the 1974-75 school year, curricula in the area of language development, social and self-help skills, fine motor skills, gross motor skills, and academic readiness were developed. During the 1975-76 year, these curricula were refined and packaged for dissemination. A curriculum management guide was produced to show teachers how to use the curriculum, and a brochure on parent involvement techniques was made available. During the 1975-76 year, the State Education Agency sponsored a series of regional awareness workshops. At these workshops school personnel became aware of the model project, and several school districts desired to adopt the program. The 1976-77 and 1977-78 programs continued to maintain the model school for preschool handicapped, to involve parents of enrollees in the educational process, and to coordinate the activities of this program with activities of the regular school program, community groups, and federal and state agencies. In addition in 1977-78 the program was awarded an Outreach grant so the program goals for that year included disseminating information about the program and assisting adopters and potential adopters to replicate it. The 1978-79 project continued the outreach activities.

The purpose of this report is to provide evaluation information on the extent that the current year objectives were achieved.

II. LOCALE

The population served by the model program included three, four, and five year old children who were mentally retarded, emotionally disturbed, learning disabled, physically handicapped, speech handicapped, and hard of hearing. These children resided in the region known as the North Louisiana Hill parishes located in the north central part of the state. The region includes the parishes of Bienville, Claiborne, Jackson, Lincoln, and Union.

The 1970 population of the five parish region was 100,735 with Bienville Parish having the least population and Lincoln Parish having the largest population. A projected 1980 population of 103,792 has been made for this five parish region.* The 1980 projected number of children in the 0-4 age group is 7,912 with the largest number in Lincoln Parish and the smallest number in Claiborne Parish. Of the projected preschool number, 51 percent are black and 51 percent are males. It is from this group that the target population of future preschool programs will be selected.

Information concerning the educational and economic characteristics of the population in the target area shows that the people were considerably below the average in income and education when compared with the general United States population, and slightly below the average of citizens in the state of Louisiana.

III. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consisted of the personnel involved in the program, the process by which the program activities were implemented and operated, and the behavioral changes to be elicited from the participants. These variables for the North Louisiana Model Program for Handicapped Children, ages 3-5, will be described in the sections to follow.

A. The Personnel Variables

The personnel involved in the program were the students, teachers, educational aides, administrative and supportive staff, other specialists, and consultants. These variables for the North Louisiana Preschool Handicapped Program will be described in the section to follow.

1. Students. The students involved in the model program were three, four, and five year old children who are mentally retarded, emotionally disturbed, learning disabled, physically handicapped, speech handicapped, and hard of hearing.

*Projections to Year 2,000 of Louisiana Population, by Division of Business and Economic Research, University of New Orleans, 1976.

Existing referral sources were utilized in the identification of children for the model programs. These referral sources included parish schools, health and welfare offices, Special Education Evaluation Center at Louisiana Tech University, day-care centers, churches, and the council for Exceptional Children. In addition, referrals were solicited over radio and television and in the newspapers.

To be eligible for participation in the program, the participants fulfilled the following criteria:

Type of Handicap

Mentally Retarded:	Children with intelligence test scores falling in the range of 25-75. The testing was done by the Special Education Evaluation Center.
Emotionally Disturbed:	Children exhibiting serious adjustment problems. The Special Education Evaluation Center made the diagnosis.
Learning Disabled:	Children of normal intelligence that exhibit a disorder in one or more processes of visual or auditory discrimination, language development, or motor-perceptual activities. The diagnosis was done by the Special Education Evaluation Center.
Physically Handicapped:	Children with congenital or acquired defects that prohibit full use of their bodies. These participants were diagnosed and recommended by a physician and the Special Education Evaluation Center.
Speech Handicapped:	Children with speech and language problems that deviate so far from the speech of others that it attracts attention, interferes with communication, or causes maladjustment. The diagnosis was done by the Special Education Evaluation Center.
Hard of Hearing:	Children with a hearing loss, ranging from mild to severe unaided; (pure tone average of 500, 2000 Hz, at seventy decibels or more, ANS, in the better ear) which does not significantly impede the learning of speech and language through normal channels.

The final selection of the children who participated in the the program was the primary responsibility of the project staff with assistance from the staffs of the Special Education Evaluation Center.

A total of 38 students were enrolled in the program. The age distribution of the participants showed that 2 two-year-olds, 12 three-year-olds, 11 four-year-olds, 11 five-year-olds, 1 six-year-old, and 1 seven-year-old were enrolled. Eleven or 29 percent were multi-handicapped. The number of students from each parish was as follows: Bienville Parish - 2; Claiborne Parish - 7; Jackson Parish - 3; Lincoln Parish - 21; and Union Parish - 5. Table 1 below presents the characteristics of the students involved in the program.

Table 1: THE CHARACTERISTICS OF THE STUDENTS INVOLVED IN THE 1977-78 NORTH LOUISIANA PRESCHOOL HANDICAPPED PROGRAM, AGES 3-5

Handicap	Male		Female		Black		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mentally Retarded	9		2		8		3		11	
Emotionally Disturbed	1		1		1		1		2	
Learning Disabled	1						1		1	
Physically Handicapped			1				1		1	
Speech Handicapped	6		1		1		6		7	
Hearing Impairment	1		4		2		3		5	
Multi Handicapped	10		1		6		5		11	
Total	28		10		18		20		38	

2. Teachers. There were four white female and one black female classroom teachers involved in the 1978-79 North Central Louisiana Model Preschool Handicapped Program. All had completed some graduate work and two had completed the master's degree. One of the teachers worked solely with children with hearing impairments. All teacher salaries except the teacher trainer's were paid from state funds. The following table shows the name, sex, race, training, and experience distribution of the teachers in the program.

**Table 2: THE COMPOSITION OF THE TEACHERS INVOLVED IN THE
1978-79 NORTH CENTRAL LOUISIANA MODEL PRESCHOOL
HANDICAPPED PROGRAM**

Name	Position	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Cathy Smith	Teacher		X		X	BA+	2
Jayne Sumner	Teacher		X		X	MA	3
Leslie Gray	Teacher		X	X		BA+	3
Lois Schuerman*	Teacher (Deaf)		X		X	BA+	3
Ann Metz**	Teacher Trainer		X		X	BA+	1

*This teacher was financed by the SEA but was located in the same building with the project and provided expanded services to hearing impaired children in the program.

**This teacher was financed by Outreach funds and is included in budgeted personnel.

3. Educational Aides. There were five educational aides involved in the program. Three were white and two were black; all were female. All of the aides assisted the teachers in the classroom and were paid from state funds. Table 3 summarizes the characteristics of the aides.

**Table 3: THE CHARACTERISTICS OF THE EDUCATION AIDES INVOLVED
IN THE NORTH CENTRAL LOUISIANA MODEL
PRESCHOOL HANDICAPPED PROGRAM**

Name	Sex		Race		Years of Para-Professional Experience
	M	F	B	W	
Edna Alexander		X		X	2
Jo Ann Anderson		X		X	1
Sharon Cowser		X		X	6
Bessie Warren		X	X		1
Jannette Williams		X	X		1

4. Administrative and Supportive Staff. In addition to the instructional personnel, the professional staff of the project included a director, a parttime speech therapist, and a secretary. In addition, the Lincoln Parish Special Programs Supervisor provided supportive services to the project. All salaries of the

administrative and supportive staff were paid from state or local funds except the project director and secretary. Their salaries were paid from outreach funds. The following table shows the characteristics of the administrative and supportive staff.

Table 4: THE CHARACTERISTICS OF THE ADMINISTRATIVE AND SUPPORTIVE STAFF OF THE 1978-79 NORTH CENTRAL LOUISIANA MODEL PRESCHOOL HANDICAPPED PROGRAM

Name	Position	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Gertrude Simonton	Director		X		X	MA+30	19
Diana Grigsby	Speech Pathologist		X		X	MA	3
Louise Alexander	Secretary		X		X	HS+2 yrs. college	19
Ervin Ryland	Lincoln Parish Special Programs Supervisor	X			X	MA+30	29
Ralph Woolridge	Psychologist	X			X	MA+30	30
Cliff Huddleston	Social Worker	X			X	MSW	23

5. Liaison Personnel in Participating Parishes. A key group in the successful operation of the program was the liaison persons employed in each of the participating parishes. They served a vital role in the referral process, in disseminating information about the program, and in providing supportive services. The characteristics of the liaison personnel are shown in the following table.

Table 5: THE CHARACTERISTICS OF THE LIAISON PERSONNEL IN PARTICIPATING PARISHES IN THE 1978-79 NORTH CENTRAL LOUISIANA MODEL PRESCHOOL HANDICAPPED PROGRAM

Name	Parish	Position	Sex		Race		Highest Degree
			M	F	B	W	
Ina Claire Hemphill	Bienville	Supervisor of Special Education		X		X	MA+30
David Frye	Claiborne	Supervisor of Special Education	X			X	MA
William Hooper	Jackson	Supervisor of Special Education	X			X	MA+30
Virginia Selle	Lincoln	Supervisor of Special Education		X		X	Specialist
William Mitcham	Union	Supervisor of Testing and Evaluation	X			X	MA+30
Reba Boyd	Union/ Claiborne	Coordinator of Special Education Services		X		X	MA+30

6. Other Specialists. The Lincoln Parish School System provided consultative instructional assistance to the program participants and to the project staff. The table below shows the type of services provided, who provided the services, and the characteristics of the provider.

Table 6: A SUMMARY OF THE SERVICES PROVIDED BY LINCOLN PARISH SCHOOL SYSTEM TO THE PROJECT AND THE CHARACTERISTICS OF THE PROVIDERS

Name	Specialty	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Gaile Clary	Art. Specialist		X		X	MA	11
Margaret Colvin	LLRS Director*		X		X	MA	12

*Director of Magnolia Center of the SEA Learning Resource System located in Lincoln Parish

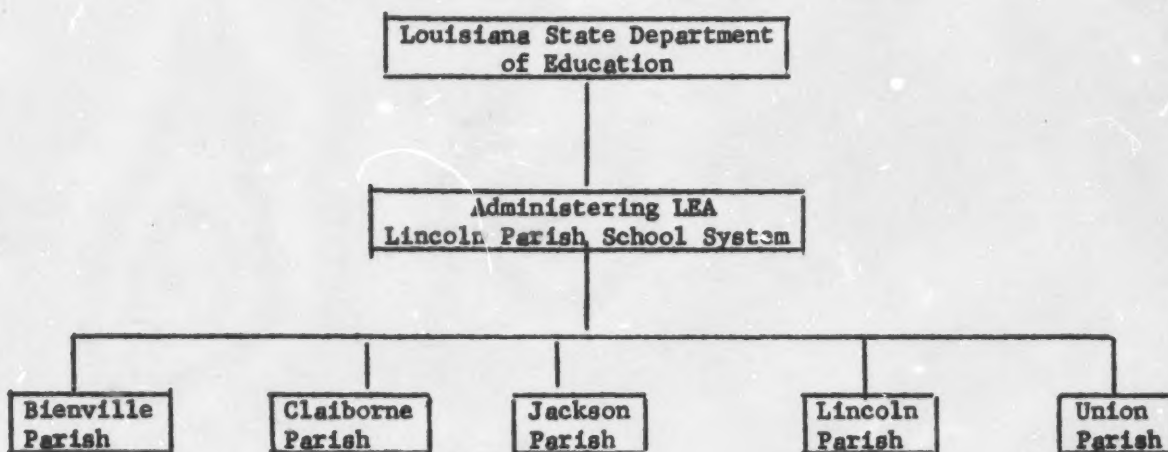
The information in the previous table shows that some special services are provided to the program participants. The providers were white females. Both providers had their master's degrees. The mean number of years of educational experience was approximately 11.5 years.

7. Evaluator. The evaluator for the project was Dr. Dean C. Andrew of Educational Planning and Evaluation Services located in Magnolia, Arkansas. Dr. Andrew has the doctorate degree in educational psychology and has experience in teaching, administration, and program evaluation.

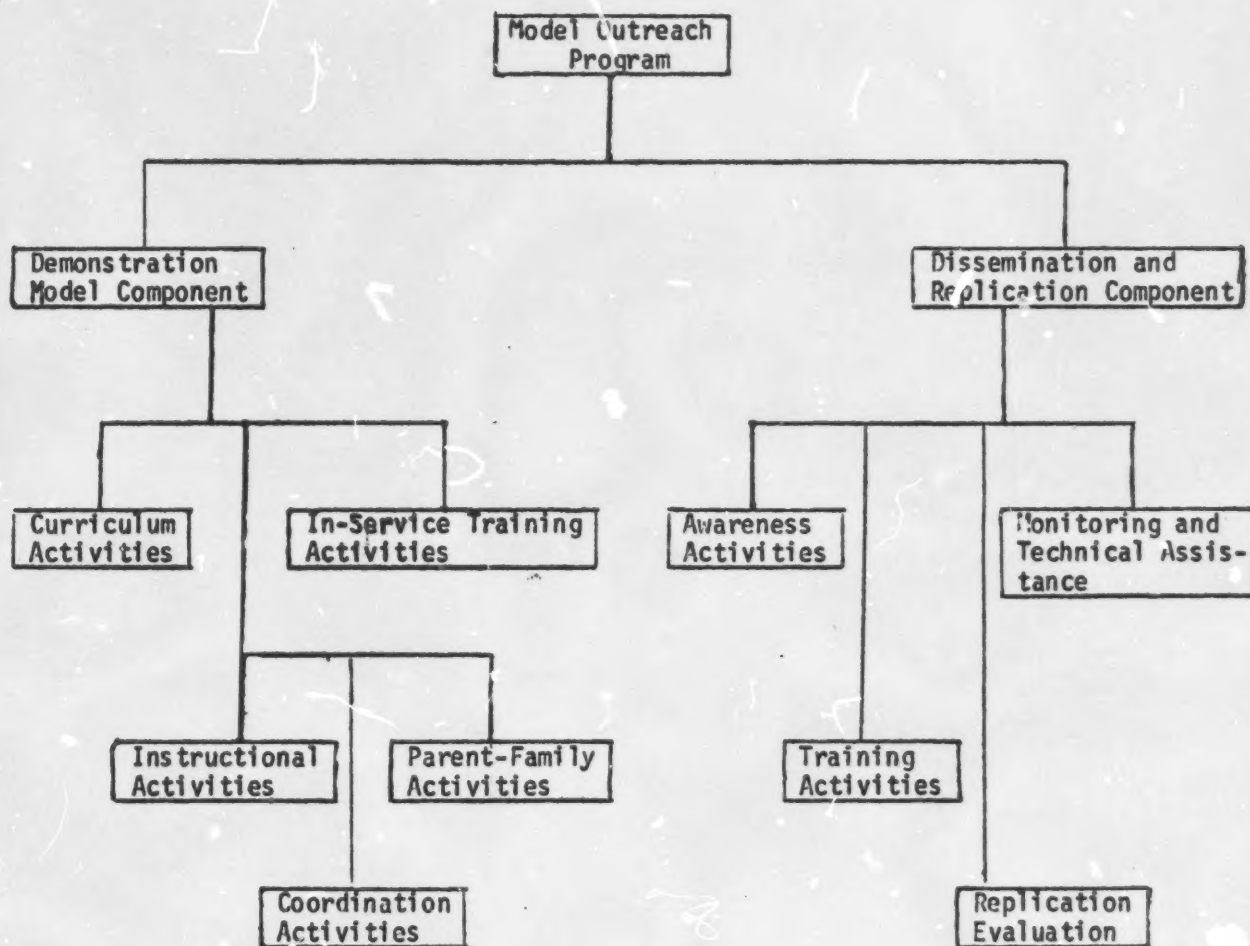
B. Instructional or Process Variables

The instructional or process variables in the North Louisiana Preschool Handicapped Program were the organization, program activities, facilities, and program costs. They are described below.

1. Organizational Structure of Demonstration Program. The grant award was given to the Louisiana State Department of Education to be implemented in five parishes in North Central Louisiana. The Lincoln Parish School District was designated as the administering on-site local education agency. The physical facilities used in the program were located in this parish and the project director was an employee of the Lincoln Parish School System. The schematic below shows the administrative channels and the participating local education agencies.



The project was designed to develop and implement curricula in five areas that focused on behavior, skills, and attitudes essential to the successful adjustment of handicapped preschool children in a climate that was conducive to learning. The figure on the following page shows the organizational structure of the 1978-79 outreach program and the components involved in the program.



2. Program Components and Activities. Each of the program components will be identified and the major activities that were conducted in each of the components will be described.

a. Demonstration Model Component

(1) Curriculum activities

The curriculum activities consisted of the staff's utilizing the developed individualized curriculum in the areas of language development, social and self-help skills, fine motor skills, gross motor skills, and academic readiness. The curriculum consisted of more than 400 behavioral objectives matched with 1,000 individual

learning activities, accompanying resource materials, and evaluation instruments. An assessment scale was developed to diagnose the student's functioning level in terms of the behavioral objectives. A prescription form was developed for teachers' use so that children could receive individualized instruction to fulfill their special needs.

(2) Instructional activities

The instructional activities implemented the curriculum in the classroom. The overall instructional plan was to diagnose the needs of the student, identify an instructional objective that was appropriate to his/her special need, select and apply the learning activities to achieve the objective and evaluate the extent the student had mastered the learning activities. This was a continuous process where the child mastered objectives in a hierarchical order. Where objectives were not mastered, alternative procedures and materials were utilized, or re-evaluation was done and a pre-requisite objective taught.

Classes were organized so that two classes emphasized preacademic skills while the third class, for more severely retarded children, focused on attending behaviors, motor skills, and communication.

Where the emphasis was on preacademic skills, the teachers used such materials as: Distar Language I, SPA Perceptual Skills, Goal Program (Karnes), Alpha Time Reading Readiness, Learning to Learn Through Looking, SRA Fine Motor Skills, Silver Burdett Modern Mathematics Through Discovery, Sullivan's Readiness In Math, and teacher-made materials. These teacher-made materials included concrete objects for visual matching, visual sequential memory, object counting, likenesses and differences, and sequencing. Both teacher-made materials and published materials were used to practice visual perception and fine motor skills.

The speech and Language Development Program was conducted four days a week. The speech therapist picked up the children from their room and brought them to the therapy room. The children were grouped according to their deficits in either speech or language, and according to severity.

Those children whose primary handicap was speech were seen more frequently and for a longer period of time. The second priority were those children with a handicap other than speech who had developed little or no speech.

Programs for the speech impaired children were structured to develop intelligible articulatory skills, language skills, auditory skills, and recognition of visual symbols of speech sounds. Published programs were modified for the children, and individualized programs based on developmental information or linguistics were developed for each child. The articulation program combined traditional therapy techniques as well as a behavior modification program.

(3) Parent-Family activities

A number of activities were conducted in this component to involve the parents in the education of their child. These activities are noted below.

- (a) The parents were first involved when they heard about the program and/or their child was referred for evaluation. Parent conferences were held with the diagnostic and evaluation team so they might gain an understanding of their child's assets, limitations, and needs.
- (b) An orientation session was held with the parents in which information was given to them concerning the purpose of the program, the content of the program, the schedule of activities, and how the parents could reinforce and supplement activities done at school.
- (c) When children were officially admitted to the program, a conference was held with the parent to write an IEP for the child. At the end of the year another conference was held with the parent to make the annual review of the IEP.
- (d) Teacher-parent conferences were held in which the teacher reviewed with the parent the progress of the child and gave parents specific suggestions on home activities that they might give to or use with the child.
- (e) Open house meetings were held for parents periodically so that they could see what their child was doing and could visit with the project staff.
- (f) Parent involvement in outreach activities entailed their screening or evaluating parent training materials.

(4) Coordination activities

The project director had direct responsibilities for the activities conducted in this component. The following coordination activities were conducted.

- (a) Diagnostic and evaluative services were provided by the Lincoln Parish Assessment Center during the initial screening phase and as needed.
 - (b) Various health professionals provided volunteer consultative assistance to the project staff and to the children in the program.
 - (c) The children received regular art instruction through services provided by the Lincoln Parish School System.
 - (d) The Lincoln Parish Supervisor for Physical Education assisted the project staff to obtain equipment and facilities for motor skill development. Graduate assistants from Louisiana Tech University provided adaptive P.E. instruction during the spring quarter.
 - (e) Various agencies and groups referred children to the program and disseminated information about the project.
 - (f) Children in the outlying parishes were provided transportation to and from the school. Through a coordinated effort with the State Department of Education, this transportation program was supported with state funds whereby parents were reimbursed at a rate of \$0.12 per mile to transport the child from the domicile to school and return.
 - (g) An Advisory Council functioned to assist the project staff in planning and providing supportive services in the operation of the program. The Advisory Council also operated as a vital dissemination vehicle medium.
- (5) In-Service training activities

There were four major training activities involved in the program. The training activities are noted below.

- (a) A two-day orientation was held for the project staff. At this session the planned program was reviewed and duties and responsibilities of staff members were discussed.
- (b) The aides employed in the project were trained by the project staff prior to the starting of the school year. At midyear a second workshop of two days was held with the aides to do more in-depth training.
- (c) Based upon the needs of the staff, periodic in-service training sessions were held during the year. Curriculum development was emphasized, and considerable time was

spent on developing and refining materials for the dissemination component.

- (d) An in-service training program for special education majors from Louisiana Tech University was initiated. This took the form of an internship for these students.

b. Dissemination and Replication Component

Several program activities were conducted in this component to make LEAs aware of the model program and to help those who desired to adopt the program to replicate it in their school district. To do this, the following activities were conducted by the project staff.

- (1) A variety of awareness activities were conducted during the year. The project director made presentations to various professional groups to tell them about the program. School personnel were invited to visit the model program and observe it in operation. Articles about the program were published in local and state newspapers. The project staff also exhibited program materials at national and state conferences.
- (2) When school districts expressed interest in replicating the model program, the staff conducted training sessions with the staff of the adopter to help them learn the procedures and techniques used in the model program. Some of these training sessions were held at the model program site while other training sessions were held at the adopter sites.
- (3) The staff made visits to the adopting school to provide additional assistance as they implemented the program. Help was given in identifying and solving operational problems encountered by the adopter.
- (4) At the end of the year, the project director collected data from the adopting schools to see how successful the program had been in the school district replicating the program.

3. Facilities

The model program for handicapped preschool children operated as an integral part of the public school program and was housed in the Lincoln Learning Center in Ruston, Louisiana. This facility also served as a remediation center for elementary children in that parish.

The space allotted for the model program included five classrooms approximately 22 feet by 28 feet, a staff workroom, a motor development room, an office, and a bathroom. A cafeteria and an enclosed outdoor playground facility were available. A gymnasium was available for rainy day activities.

4. Program Costs

The funds for operating the project came from federal and local funds. Local funds included monies provided by the state as well as local education agencies' funds. The project budget is shown below.

<u>Personnel</u>	<u>Time Commitment</u>		<u>Federal</u>
Director	12 mo.	100%	\$ 17,000.00
Teacher Trainer	10 Mo.	100%	12,000.00
Materials Aide	10 Mo.	100%	4,900.00
Secretary	10 Mo.	100%	5,400.00
Evaluation		10%	3,400.00
Total			\$ 42,700.00
<u>Fixed Cost</u>			
Retirement			\$ 3,200.00
Insurance			800.00
Total			\$ 4,000.00
<u>Consultants</u>			Total \$ 1,000.00
<u>Operating</u>			
Supplies			\$ 3,200.00
Communication			2,500.00
Printing			2,500.00
Staff Travel			8,000.00
Total			\$ 16,200.00
Indirect Cost Rate 3.20%			Total \$ 2,100.00
TOTAL			<u>\$ 66,000.00</u>

C. Behaviorable Variables

Both cognitive and affective behaviors were of concern in the project. The cognitive behaviors involved in the project were: (1) children's improvement in their self-help, interpersonal, perceptual-motor, and communication skills; (2) project staff's ability to generate an awareness about the program and to train personnel from adopting schools; and (3) the ability of adopting school systems to improve the skills of preschool handicapped children in their replication program.

The affective behaviors of concern in the project were: (1) the positive response of parents towards the program; and (2) the positive responses of participants involved in awareness and replication workshops and/or activities.

IV. PROGRAM OBJECTIVES

The objectives of the 1978-79 Outreach program are as follows:

1. The project staff will demonstrate ability to maintain the model program of instructional and supportive services for preschool handicapped children as indicated by the evaluation report of the model program. It is expected that the model program objectives will be achieved.
2. The project staff will demonstrate an ability to generate an awareness of the model preschool handicapped program as indicated by the number of school districts requesting information for materials, training, or additional information. It is expected that at least 100 requests will be received.
3. The recipient of disseminated information will respond positively to the awareness activity as indicated by the number of school districts requesting demonstrations and by the number of school districts requesting permission to adopt the model preschool handicapped program. It is expected that (a) at least 10 demonstrations will be given with 75 persons attending, and (b) at least 5 school districts involving 50 teachers will make requests to be adopters.
4. The project staff will demonstrate ability to train adopting personnel in project activities as indicated by the number of training objectives successfully completed. It is expected that 70 percent of all the training objectives will be achieved.
5. The project staff will demonstrate ability to help at least six adopting schools to try out the model preschool handicapped program as indicated by a written calendar of events and monitoring reports.

It is expected that (a) staff in the adopter schools will develop a calendar of events for implementing and operating project activities prior to the starting of the program, and (b) a monitoring report by the D/D staff will provide evidence that adopting schools are completing the implementing tasks as planned and on schedule.

6. The six adopting schools will be able to successfully replicate the model preschool handicapped program as indicated by the evaluation report of instructional activities. It is expected that 70 percent student achievement of the instructional objectives will be achieved.

V. PLANNED EVALUATION

The evaluation plan was designed to answer the questions: (1) Have the handicapped children improved their self-help, interpersonal, perceptual-motor, and communication skills? (2) Can the Outreach staff develop an awareness of the program to the extent other school districts will desire to adopt it? (3) Can the Outreach staff effectively train personnel in school districts desiring to adopt the program? (4) Do parents of children in the program respond positively towards the program? and (5) Can a successful program developed in one school district be replicated in another school district?

The evaluation design for the instructional component objectives was a pretest - posttest design.* The evaluation plan for the other components was the use of action research to provide formative evaluation information.**

The evaluation design summary chart in the Appendix contains the program objectives, measuring instruments, and data collection procedures.

VI. EVALUATION FINDINGS

In this section, each objective will be stated, followed by a statement of how the objective was measured and a summary analysis of the data collected.

A. Outreach Program Objectives

- Outreach Objective 1. The project staff will demonstrate ability to maintain the model program of instructional and supportive services for handicapped children as indicated by the evaluation report of the model program. It is expected that the model program objectives will be achieved.

*Adapted from Campbell, B. T. and Stanley, J. C., Experimental and Quasi-Experimental Design for Research, (Rand McNally and Co., Chicago, 1966).

**Issac, Stephen and Michael, William B., Handbook in Research and Evaluation, (Robert R. Knapp Publishers, San Diego, California, 1971), pp. 27-30.

The project staff of the model preschool handicapped program established program objectives. Each of those program objectives will be stated and information will be presented on the extent each was achieved.

Model Program Objective 1. The preschool handicapped children in the program will improve their developmental skills as indicated by their performance in the classroom. It is expected, that when the children reach the age of six, their performance in language, social, motor, and readiness skills will be developed to the level that 90 percent of the participating children will be recommended by the Special Education Evaluation Centers and/or the project staff for placement in either regular first grade classrooms, special education classes, or regular kindergarten classrooms.

At the end of the project year, the students who were six years old by September 1, 1979, were rated by the project staff. The purpose of the ratings was to make a recommendation on the placement of each of the children. The recommendation was the criterion for determining whether objective one was achieved. There were fifteen students in the program who were rated. Table 7 shows the recommendations of the staff.

Table 7: A SUMMARY OF THE PLACEMENT RECOMMENDATIONS FOR SIX-YEAR-OLD HANDICAPPED STUDENTS IN THE PROGRAM

Name of Child*	Handicapping Condition	Placement Recommendation
EB	Multi-Handicapped	Special Class
MC	Deaf	Remaining in Program
SC	Speech Impaired	Regular First Grade
SC	Speech Impaired	Regular First Grade
EH	Multi-Handicapped	Special Class
JM	TMR	Special Class
VO	Multi-Handicapped	Special Class
VR	TMR	Special Class
US	Multi-Handicapped	Special Class
YS	Multi-Handicapped	Special Class
BS	Learning Disabled	Regular First Grade
KT	Hearing Impaired	Residential Placement
DW	ED	Regular First Grade
RM	EMR	Regular First Grade**
TP	EMR	Special Class

*To maintain confidentiality of the information only the initials of the student will be placed in this and succeeding tables.

**Resource Room, if available

The data in Table 7 show that 13 or 87 percent of the six year old children were recommended for placement in either regular first grade or special education classes. One of the children was recommended to return to the program to receive hard of hearing evaluation. Thus the expected criteria level of the objective was achieved.

Five of the students leaving the program were given either the Metropolitan or the Gates MacGinitie readiness tests, depending on which test was used at the school in which they would be enrolled. The purpose of these tests was to obtain objective information on the readiness skills of students. The test results are summarized in Table 8.

Table 8: A SUMMARY OF PERCENTILE RANKS OF SIX-YEAR-OLD HANDICAPPED STUDENTS ON THE STANDARDIZED TESTS OF SCHOOL READINESS

Student	Name of Test	Percentile Rank
SC	Metropolitan Readiness Test	71
SC	Metropolitan Readiness Test	83
RM	Gates MacGinitie Test	24
BS	Gates MacGinitie Test	42
DW	Gates MacGinitie Test	24

The data in Table 8 show that three of the five students were above the 40th percentile on national norms. The range of percentile ranks follows a normal distribution of students in the average classroom. Those ranking in the upper percentile will function well in the regular class. The students with lesser ability will probably need supplementary help available at the elementary level.

Model Program Objective 2. The parents of children in the program will respond positively to the model preschool handicapped program activities as indicated by the extent they participate in project activities. It is expected that 90 percent of the parents will attend or participate in at least one of the following activities: orientation session, parent and family visitation day, parent conferences, training sessions, teacher aiding (volunteer or paid), and the program evaluation session.

A record was kept of the parents participation in various program activities. This record was used to measure the extent the objective was achieved. The following table presents information showing the extent that parents of children in the program were involved in program activities.

Table 9: A SUMMARY OF PARENT PARTICIPATION ACTIVITIES

Parent's Number	TYPE OF ACTIVITY						
	Orien- tation Session	IEP Plan- ning	Train- ing	Parent Confer- ences	Volun- teers	Agency Goor- dination	Home Visits
1		X		X		X	
2	X	X	X	X	X		
3	X	X	X	X			
4	X	X	X	X		X	X
5		X	X	X		X	X
6	X	X		X	X		
7	X	X		X	X		
8	X	X	X	X	X	X	
9	X	X	X	X			X
10	X	X	X	X	X		X
11	X	X	X	X	X	X	X
12	X	X	X	X		X	
13	X	X	X	X	X	X	
14	X	X	X	X	X	X	
15	X	X	X	X	X	X	X
16		X	X	X	X		
17	X	X	X	X	X		
18		X		X		X	X
19	X	X	X	X	X	X	
20		X	X				
21	X	X	X	X			
22		X		X			
23	X	X	X	X	X	X	
24	X	X		X		X	
25		X	X	X			
26		X				X	
27	X	X	X	X	X	X	
28		X		X			
29		X	X	X		X	
30	X	X		X			
31	X	X	X	X			
32		X		X		X	
33	X	X					X
34		X		X			
35	X	X	X	X			
36	X	X		X		X	
37		X	X	X		X	X
38	X	X	X	X	X		
39		X		X			
40	X	X		X	X		

The data in the above table show that all the parents participated in one or more parent activities. Many of the parents participated in several activities. The objective was achieved.

Model Program Objective 3: The mentally retarded students in the model program will improve their self-help, interpersonal, and perceptual motor skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

The mentally retarded students in the Preschool Handicapped Program were administered the Preschool and Kindergarten Performance Profile as a pretest in September 1978 and as a posttest in May 1979. To measure the extent that they achieved the objective, their pre and posttest ratings on the self-help, interpersonal, and perceptual development scales of the test were compared. The results are shown in Table 10.

Table 10: AN ANALYSIS OF THE RATING GAINS MADE BY MENTALLY RETARDED STUDENTS ON THE SELF-HELP, INTERPERSONAL, AND PERCEPTUAL DEVELOPMENT SCALES OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Classification of Students	N	Self-Help				Interpersonal				Perceptual Development			
		Mean Rating		% of Mean Rating		Mean Rating		% of Mean Rating		Mean Rating		% of Mean Rating	
		Pre	Post	Gain	Gain	Pre	Post	Gain	Gain	Pre	Post	Gain	Gain
EMR	8	6.1	16.0	9.9	162	9.1	14.4	5.3	58	5.7	13.2	7.6	133
TMR	3	9.7	22.3	12.6	129	8.0	17.7	9.7	121	3.0	12.7	9.7	323
Total/Mean	11	7.1	17.7	10.6	149	8.8	15.3	6.5	74	4.4	13.1	8.2	186

The mentally retarded students as a group made an average gain of 149 percent on the self-help skills ratings. The TMR students average gain was 129 percent while the EMR students average gain was 162 percent. Both groups exceeded the 15 percent expected gain stated in the objective.

These same students made an average gain of 74 percent on the interpersonal rating scale. The EMR students gained 58 percent on the average and the TMR gained 121 percent. Both groups achieved the objective.

On the perceptual development ratings, the students made an average gain of 186 percent. The EMR students gained 133 percent while the TMR students gained 323 percent. This far surpassed the expected achievement written in the objective. Therefore, all parts of Objective 3 were achieved.

Model Program Objective 4: The emotionally disturbed students in the model program will improve their emotional behavior as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean post-ratings of the students will be at least 15 percent higher than their mean preratings.

There were two children in the program classified as emotionally disturbed by the special education evaluation center. Using the emotional behavior subtest of the Preschool and Kindergarten Performance Profile, the teachers made a prerating on the students when they enrolled in the program and a postrating in May 1979. Table 11 shows the results of the teachers' ratings.

Table 11: AN ANALYSIS OF THE RATING GAINS MADE BY EMOTIONALLY DISTURBED STUDENTS ON THE EMOTIONAL BEHAVIOR SCALE OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student's Initial	Prerating	Postrating	Gain	Percent Gain
LG	10	27	17	170
DW	22	26	4	18
Mean	16	26.5	10.5	65

The data from Table 11 above show that the two students made an average gain of 65 percent. This far surpassed the expectation of improvement. These students achieved the objective.

Model Program Objective 5: The learning disability students in the model program will improve their interpersonal and perceptual skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

There was one learning disability student in the program. The teachers made a prerating on the student in September 1978 and a postrating in May 1979. The results are shown in Table 12.

Model Program Objective 7: The students with speech handicaps participating in the model program will improve their intelligible speech and conversation as indicated by teachers ratings on the communication scale of the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings will be at least 15 percent higher than their mean preratings.

There were seven children with speech handicaps in the program. To measure the extent that the program objective was achieved by this group of students, the communication scale on the Preschool and Kindergarten Performance Profile was used. The preratings were done by the teachers in the fall and again at the end of the school year. The results are shown in Table 14.

Table 14: AN ANALYSIS OF THE RATING GAINS MADE BY STUDENTS WITH SPEECH HANDICAPS ON THE COMMUNICATION SCALE OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student's Initial	Mean Rating		Gain	% Gain
	Pre	Post		
SC	20	25	5	25
SC	19	28	9	47
JJ	9	18	9	100
PL	17	24	7	41
BM	18	24	6	33
KO	11	22	11	100
JT	9	21	12	133
Mean	14.7	23.1	8.4	57

Data in Table 14 show that all speech handicapped students improved their communication skills to the desired level while in the program as measured by the communication subsection of the Preschool and Kindergarten Performance Profile.

In addition to the above measure, the McDonald Screening Deep Test of Articulation was administered to six of the seven speech handicapped in the fall and spring. The results are summarized in Table 15.

Table 12: AN ANALYSIS OF THE RATING GAINS MADE BY LEARNING DISABLED STUDENTS ON INTERPERSONAL AND PERCEPTUAL SCALES OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student's Initial	Interpersonal				Perceptual Development			
	Pre	Post	Gain	% Gain	Pre	Post	Gain	% Gain
BS	23	24	1	4	18	23	5	28

As shown above, the one student in the learning disabled category improved 1 point in interpersonal skills and 5 points in perceptual development. This was a gain of 4 and 28 percent, respectively. The desired improvement was made in perceptual development but not in interpersonal skills. This objective was partially achieved.

Model Program Objective 6: The physically handicapped students in the model program will improve their motor skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profiles, gross motor scale. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

There was one physically handicapped student in the program. To measure the extent that the program objective was achieved by this student, the Preschool and Kindergarten Performance Profile, gross motor skills, was used. The prerating was done by the teacher approximately two weeks after enrollment, and the postrating was done in May, 1979. Table 13 shows the results of the teacher ratings.

Table 13: AN ANALYSIS OF THE RATING GAINS MADE BY THE PHYSICALLY HANDICAPPED STUDENTS ON THE GROSS MOTOR SCALES OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student	Pretest Score	Posttest Score	Difference	Percent Change
BK	4	11	7	175

The data in Tabel 13 show that the physically handicapped student made an average gain of 175 percent on the Gross Motor skills rating scale. This gain exceeded the expected performance level of the objective.

Table 15: ANALYSIS OF GAINS MADE BY SPEECH HANDICAPPED STUDENTS ON THE McDONALD SCREENING DEEP TEST OF ARTICULATION

Student's Initial	Pretest	Posttest	Gain	Percent of Gain
SC	50	100	50	100
SC	50	100	50	100
JJ	30	70	40	133
BM	10	80	70	700
KO	0	50	50	500
JT	10	50	40	400
Mean	25	75	50	200

As seen in Table 15, speech handicapped students' mean level of improvement on the McDonald Test was 200 percent. Each student attained more than the desired gain in speech improvement. This objective was achieved.

Model Program Objective 8: The hearing impaired students in the model program will improve their communication skills as indicated by teacher rating on the Environmental Language Inventory. It is expected that the mean postratings will be at least 25 percent higher than their mean preratings.

To measure achievement of this objective, the Assessment of Children's Language Comprehension test (ACLC) was used in lieu of the Environmental Language Inventory. The pretest was administered to the five hearing impaired children in the program in September 1978 and the posttest was given in May 1979. The scores on these tests were compared to determine improvement in their communication skills. Table 16 summarizes the test results.

Table 16: THE AMOUNT OF GAIN MADE BY HEARING IMPAIRED STUDENTS ON THE ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION

Student	Pretest Score	Posttest Score	Difference	Percent Change
BR	55.0	76.3	21.3	38.7
KT	61.2	86.5	25.3	41.3
TB	0	3.8	3.8	308.0
JC	40.0	87.5	47.5	118.8
MC	52.5	76.3	23.8	45.3
Mean	41.7	66.1	24.4	58.5

On this rating, the average student gain was 58.5 percent. All participating students exceeded the expected performance with 38.7 percent being the least improvement and 308 percent being the greatest improvement. This objective was achieved.

Multihandicapped Children

There was no model program objective for multihandicapped children. When the model program was initiated, all children were placed in an exceptionality according to their primary handicap. However, during the 1978-79 program eleven children were classified as multihandicapped by the evaluation team. They were given pre and postratings of the Preschool and Kindergarten Performance Profile to measure their improvement in developmental skills. The results are shown in Table 17.

Table 17: THE AMOUNT OF GAIN MADE BY MULTI-HANDICAPPED STUDENTS ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student's Initials	Social				Intellectual				Physical			
	Pre	Post	Gain	% Gain	Pre	Post	Gain	% Gain	Pre	Post	Gain	% Gain
EB	29	52	23	79.3	21	59	38	181.0	33	53	20	60.1
BB	26	56	30	115.4	16	48	32	200.0	17	47	30	176.5
GC	4	56	52	1300.0	2	30	28	1400.0	15	55	40	266.7
EH	11	16	5	45.5	3	15	12	400.0	12	21	9	75.0
BH	6	28	22	366.7	2	21	19	950.0	15	39	24	160.0
MH	45	64	19	42.2	56	85	29	51.8	52	65	13	25.0
VO	27	51	24	88.9	16	47	31	193.8	28	48	20	71.4
US	32	42	10	31.3	29	53	30	103.4	31	48	17	54.8
YS	36	56	20	55.6	31	73	42	135.5	33	57	24	72.7
BW	11	23	12	109.0	9	32	23	255.6	18	33	15	83.3
RW	34	52	18	52.9	55	76	21	38.2	43	57	14	32.6
Mean	23.7	45.1	21.4	90.3	21.8	49.0	27.2	124.8	27.0	47.5	20.5	75.9

Data in Table 17 shows that each multi-handicapped student improved at least 25 percent in social, intellectual, and physical skills while in the program. Overall, the greatest percent of gain was made in intellectual skills and the least gain in physical.

Outreach Objective 2: The project staff will demonstrate ability to generate an awareness of the model preschool handicapped program as indicated by the number of school districts requesting information for materials, training, or additional information. It is expected that at least 100 requests will be received.

To determine the extent that Objective 2 was attained, records were maintained on the sources, numbers, and kinds of information requested about the Early Childhood Handicapped Program. In addition numerous requests for information and/or materials were made at awareness workshops. A record of these requests was not kept but is related to the number distributed shown in Table 18. The types of materials requested included the program brochure, curriculum, pamphlets, and the evaluation report prepared by an outside evaluator.

The records indicate that 204 requests for information were received from 48 states. Table 18 shows the number of each type of material requested during the 1978-79 project year.

Table 18: SUMMARY OF TYPE AND INCIDENCE OF
DISSEMINATED MATERIAL REQUESTED

Type of Material	Number
Brochure	255
Curriculum	303
Dressing and Grooming Tips	348
Tips for Better Speech	348
Shots for Tots	129
Your Child's Emotional Health	129
Your Child's Potential to Learn	129
Positive Parenting	348
Potty Training	208
Things to Make at Home	50
Evaluation Report	2
Total	2249

The data in Table 18 indicate that 2,249 pieces of information were distributed to school districts interested in learning more about the Early Childhood Handicapped Program. This far exceeds the expectation noted in the objective.

In addition to the dissemination of materials, the project staff conducted the following dissemination activities.

1. A number of individuals and/or groups have visited the demonstration site such as:
 - (a) Personnel from the Caddo-Bossier Association for Retarded Citizens
 - (b) School personnel from Rapides Parish
 - (c) School personnel from the Preschool Stimulation Center in Vernon Parish

- (d) Special education personnel from Natchitoches and Caddo Parishes
 - (e) The Child Find Coordinator for Lincoln Parish
 - (f) Special Education personnel from the University of Illinois
 - (g) Students from the School of Nursing and Speech and Hearing, Special Education, Physical Education, and Media Departments of Louisiana Technical University
 - (h) Personnel from the Special Education Division of the Louisiana State Department of Education
2. Several articles have been published in the newspaper about the program. These articles have been in papers with statewide as well as local circulation.
 3. The project staff has provided practicum services for students enrolled in Special Education classes at Louisiana Tech University.
 4. Seven presentations were made concerning the program. Target groups were graduate students, civic organizations, parent groups, professional organizations, and attendants at the Annual Preschool Conference at Baton Rouge. Approximately 430 people were involved. A feedback questionnaire was administered at the conclusion of the July 15 presentation. The responses are summarized in Table 19.

Table 19: SUMMARY OF POSITIVE RESPONSES TO A PRESENTATION ON
THE PRESCHOOL HANDICAPPED PROGRAM AT SHREVEPORT, LA.

		Number and Percent of Responses to Workshop										
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The information given in this presentation was:	Very Helpful	11	92	1	8							Not Helpful
2. The presentations and discussions were:	Very Practical	11	92	1	8							Too Theoretical
3. The ideas presented in this session were:	Clear	11	92	1	8							Vague
Total		33	92	3	8							

Thirteen special education teachers attended the Shreveport presentation. Twelve participants completed feedback questionnaires. Table 19 shows that all responses were very positive.

Outreach Objective 3: The recipient of disseminated information will respond positively to the awareness activities as indicated by the number of school districts requesting demonstrations and by the number of school districts requesting permission to adopt the model preschool handicapped program. It is expected that (a) at least 10 demonstrations will be given with 75 persons attending, and (b) at least 6 school districts involving 50 teachers will make request to be adopters.

During the year, awareness workshops were held throughout the state and at the program site. Some of the workshops resulted in requests for adoption of the program as a whole or for portions of the program, such as, curriculum, parent, training, or coordination components. The following table summarizes information concerning the number of workshops held and the participants.

Table 20: AWARENESS WORKSHOPS CONDUCTED BY THE STAFF OF THE EARLY CHILDHOOD HANDICAPPED PROGRAM

Participants	Parishes Represented	Location and Date	Number Attending
Supervisors, Administrators and Special Education personnel	Caddo, Bossier, Webster, Claiborne, Bienville, Desota, Red River, Sabine	Bossier City, La. July 7, 1978	50
Supervisors, Administrators and Special Education personnel	Avoyelles, Rapides, Vernon, Grant, LaSalle, Catahoula, Winn, Concordia, Natchitoches, Union, Morehouse	Alexandria, La. July 20, 1978	65
Supervisors, Administrators and Special Education personnel	West Carroll, East Carroll, Tensas, Madison, Richland, Ouachita, Lincoln, Jackson, Caldwell	Ruston, La. July 21, 1978	65
Region VIII teachers, paraprofessionals, professionals, administrators	Union, Morehouse, East and West Carroll, Ouachita, Richland, Madison, Caldwell, Franklin, Tensas	Monroe, La. October 19, 1978	45

The information in the above objective shows that four awareness workshops were held during 1978-79 with 225 persons in attendance. Participants represented 28 parishes or all parishes in the northern half of the state.

A feedback questionnaire was administered to the participants of the Alexandria workshop. The results are summarized on the following table and indicate a very positive response. Such information needs to be collected on all workshops.

Table 21: A SUMMARY OF RESPONSES ON A FEEDBACK QUESTIONNAIRE ADMINISTERED TO THE PARTICIPANTS ATTENDING AN AWARENESS WORKSHOP CONDUCTED AT ALEXANDRIA, LOUISIANA

Statement	Number and Percent of Responses to the Curriculum Guide Presented at Conference									
	5		4		3		2		1	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. The information given in this presentation was:	22	47	19	40	6	13				
2. The presentations and discussions were:	21	45	22	47	4	8				
3. The ideas presented in this session were:	25	53	16	34	6	13				
Total	68	48	57	40	16	11				

The goal of the project was to obtain six adopter sites. The statements below summarize the accomplishments towards meeting this goal.

1. The criteria for accepting adopters have been established according to the guidelines submitted in the original proposal. The criteria are shown below:

The adopter will:

- a. Indicate interest by phone, letter, site visit or some combination thereof.
- b. Visit demonstration site to observe work with children and to meet Outreach staff.
- c. Select key person to act as liaison between demonstration center and adopter site.

- d. Provide information on the existence of other programs in area which serve handicapped children.
- e. Provide information on adopter resources and constraints.
- f. Provide flexibility in scheduling training sessions and monitoring visits as needed.
- g. Provide facilities and related services as needed to implement program.
- h. Demonstrate willingness to meet minimal obligations to utilize model and receive Outreach services.
- i. Sign written agreement between adopter and Outreach project outlining responsibilities for training workshops, monitoring units, and provision for evaluation data.

(from Swan, An Outreach Process Model, 1975)

2. With the cooperation of the SEA, adopter sites have been selected. The status of each adopter site is shown in the following table.

Adopter Site	Adopter Criteria Completed*									
	a	b	c	d	e	f	g	h	i	
1. Jefferson Parish - Region I	X	X	X	X	X	X	X	X	X	
2. East Baton Rouge Parish - Region II	X		X							
3. LaFourche Parish - Region III	X	X	X	X	X	X	X	X	X	
4. St. Landry Parish - Region IV	X		X	X						
5. Calcasieu Parish - Region V	X	X	X	X						
6. Rapides Parish - Region VI	X	X	X	X	X	X	X	X		
7. Natchitoches Parish - Region VII	X	X	X	X	X	X	X	X	X	
**8. Ouachita Parish - Region VIII										
9. Vernon Parish - Region VI	X	X	X	X	X	X	X	X	X	

*See criteria factors on previous page

**Ouachita Parish is the site of a new BEH Demonstration Project, and has requested and received, and will continue to receive, technical assistance from the Louisiana Outreach Project.

From the data above, it appears that five of the adopter sites are firm adopters. The others have not, as yet, made a firm commitment. All of the nine sites noted above desire technical assistance from the Outreach staff but some may not sign agreements for the Outreach staff to provide monitoring service and agree to provide the Outreach staff evaluation data.

Outreach Objective 4: The project staff will demonstrate ability to train adopting personnel in project activities as indicated by the number of training objectives successfully completed. It is expected that 70 percent of all the training objectives will be achieved.

There has been some difficulty in differentiating between an awareness and a training workshop as some school systems received the curriculum guide at the awareness workshop and wanted to adopt only that component. Other school systems desired other components and received information on it and felt they needed no further training. As a result the Outreach staff often provided technical assistance but did not do in-depth training with the staff at the adoption site nor did they provide monitoring services. Table 22 gives information on the training workshops held in 1978-79 with personnel from the adopter schools.

Table 22: TRAINING WORKSHOPS CONDUCTED BY THE STAFF OF THE EARLY CHILDHOOD HANDICAPPED PROGRAM FOR ADOPTERS

Date	Adopter	Participants	Number of Participants	Topic
12/7/78	Natchitoches	Staff of Preschool Center	N/A	State Monitoring Procedures, IEPs, Lesson Plans
12/13-14/78	Thibidoux (Lafourche Parish)	Lafourche Parish Preschool Centers Personnel	14	Curriculum Development, State Monitoring Procedures
1/22/79	Natchitoches Parish	Staff of Natchitoches Parish Preschool Center	59	Autism, Family Crisis
1/29/79	Natchitoches Parish	Staff of Natchitoches Parish Preschool Center	59	Evaluation/Documentation Statewide Conference Planning

(continued on page 32)

Table 22 (continued)

Date	Adopter	Participants	Number of Participants	Topic
2/22/79	Vernon Parish	Early Childhood Program Staff	3	IEP Programing Risk Factors, Family Crisis
3/9/79	Vernon Parish	Preschool Center Staff	N/A	Individualization of Instruction, IEP Monitoring
5/1/79	Alexandria (Rapides Parish)	Teachers, Aides, Administrators, Speech Therapists	10	N/A
5/7/79	New Orleans (East Bank) (Jefferson Parish)	Teachers, Aides, Administrators of Preschool Classes	22	Risk Factors, Home Activities
5/7/79	New Orleans (West Bank) (Jefferson Parish)	Teachers, Aides, Administrators Parents of Handicapped Children	5	Language Development, Home Activities

At the conclusion of three of the workshops a questionnaire was administered to obtain the participants' opinion of the presentations. No criterion referenced test was given. The questionnaire responses were obtained at workshops held in Rapides parish and in two locations in Jefferson parish, East and West Bank. The participants at the Rapides and Jefferson (West Bank) parish sessions were school professionals. The participants at the Jefferson (East Bank) parish session were both professionals and parents. The responses to these workshops are shown in Tables 23, 24, and 25.

Table 23: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE ADMINISTERED TO THE PARTICIPANTS ATTENDING A TRAINING WORKSHOP IN RAPIDES PARISH

Statement		Number and Percent of Responses to the Curriculum Guide Presented at Conference										
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. From this workshop I feel I learned	A great deal	9	90	1	10							Very little
2. The workshop was	Extremely Interesting	8	80	2	20							Boring
3. The audio-visual materials (slides, hand-outs, etc.) used in their workshop were	Extremely Effective	5	50	3	30	2	20					Unsatisfactory
4. There was too much content material presented in this workshop	Strongly Agree					1	10	7	70	2	20	Strongly Disagree
5. Was the content presented in this workshop adjusted to your level of comprehension?	Too Simplified			10	100							Too Advanced
6. I would like to receive more instruction presented this way	Strongly Disagree							3	30	7	70	Strongly Agree
7. Considering the activities involved in this workshop, I learned enough to make the time spent worthwhile	Strongly Agree	8	80	2	20							Strongly Disagree
8. For maximum learning to occur, the number of persons in this workshop was	Not a factor	2	20	8	80		Adequate					Too many

Total weighted mean response for the workshop = 11.8 of possible 12.00 or 98%.
98%

Table 24: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE ADMINISTERED TO THE PARTICIPANTS ATTENDING A TRAINING WORKSHOP IN JEFFERSON PARISH (WEST BANK)

Statement		Number and Percent of Responses to the Curriculum Guide Presented at Conference										
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. From this workshop I feel I learned	A great deal	2	40	3	60							Very little
2. The workshop was	Extremely Interesting	4	80	1	20							Boring
3. The audio-visual materials (slides, hand-outs, etc.) used in their workshop were	Extremely Effective	4	80	1	20							Unsatisfactory
4. There was too much content material presented in this workshop	Strongly Agree							1	20	4	80	Strongly Disagree
5. Was the content presented in this workshop adjusted to your level of comprehension?	Too Simplified			5	100							Too Advanced
6. I would like to receive more instruction presented this way	Strongly Disagree							3	60	2	40	Strongly Agree
7. Considering the activities involved in this workshop, I learned enough to make the time spent worthwhile	Strongly Agree			5	100							Strongly Disagree
8. For maximum learning to occur, the number of persons in this workshop was	Not a factor	1	20	4	80		Adequate					Too many

Table 25: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE ADMINISTERED TO THE PARTICIPANTS ATTENDING A TRAINING WORKSHOP IN JEFFERSON PARISH (EAST BANK)

Statement		Number and Percent of Responses to the Curriculum Guide Presented at Conference										
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. From this workshop I feel I learned	A great deal	7	32	11	50	3	14	1	4			Very little
2. The workshop was	Extremely Interest- ing	8	36	12	54	1	4	1	4			Boring
3. The audio-visual materials (slides, hand- outs, etc.) used in their workshop were	Extremely Effective	7	32	8	36	7	32					Unsatisfactory
4. There was too much content material pre- sented in this work- shop	Strongly Agree	1	4	3	13	1	4	13	59	4	18	Strongly Disagree
5. Was the content pre- sented in this workshop adjusted to your level of comprehension?	Too Simplified	5	23	17	77							Too Advanced
6. I would like to receive more instruction pre- sented this way	Strongly Disagree	2	9	1	4			15	68	4	18	Strongly Agree
7. Considering the activi- ties involved in this workshop, I learned enough to make the time spent worthwhile	Strongly Agree	7	32	14	64			1	4			Strongly Disagree
8. For maximum learning to occur, the number of persons in this work- shop was	Not a factor	14	64	8	36		Adequate					Too many

Total weighted mean response for the workshop = 6.5 of possible 12 = 54%

To determine the results of the feedback questionnaire shown in the three tables above, statements rated in columns 5 or 4 were considered positive, a response of 3 was considered neutral and those rated 1 or 2 were considered negative. The exception to this numerical rating were statements 4, 5, and 6. For these items the lower the numerical rating, the more positive was the respondent's opinion. To obtain a total mean rating, the highest positive ratings earned +2; next highest, +1; neutral, 0; most negative, -2, next negative, -1.

The questionnaire results indicate that there was a very high rate of positive response to the workshops in Rapides and Jefferson (West Bank) parishes and a moderate positive response to the Jefferson (East Bank) parish workshop.

Outreach Objective 5: The project staff will demonstrate ability to help at least six adopting schools to try out the model preschool handicapped program as indicated by a written calendar of events and monitoring reports.

It is expected that (a) staff in the adopter schools will develop a calendar of events for implementing and operating project activities prior to the starting of the program, and (b) a monitoring report by the D/D staff will provide evidence that adopting schools are completing the implementation tasks as planned and on schedule.

Implementation activities were conducted in five adopter sites during the 1978-79 program year. The specific activities conducted depended upon the point of the model program to be adopted. Table 26 shows the number of contacts made by the Outreach staff with each adopting school district and the status of the implementation of the adoption process.

Table 26: A SUMMARY OF THE IMPLEMENTATION ACTIVITIES
AT ADOPTER SCHOOLS

Adopter	Dates Contacted	Status of Implemented Programs					Part of Program Adopted
		Students Identified	Students Evaluated	Students Placed	Staff Trained	Parents Involved	
Natchitoches	12/7/78 1/22/79 1/29/79 2/20/79 3/8/79	X	X	X	X	Screened materials	Behavior modifica- tion, parent, and curr- iculum
Jefferson	5/7/79	X	X	X	X	X	Parent training

(continued on page 37)

Table 26 (continued)

Adopter	Dates Contacted	Status of Implemented Programs					Part of Program Adopted
		Students Identified	Students Evaluated	Students Placed	Staff Trained	Parents Involved	
La Fourche	12/13-14/79	X	X	X	X	X	Parent involve- ment and curricu- lum
Rapides	9/20/78 2/13/79 5/1/79	X	X	X	X	X	Orien- tation and cur- riculum
Vernon	1/7-8/79 2/22-23/79 3/9/79	X	X	X	X		Curricu- lum and parent involve- ment

The information in the previous table indicates the Outreach staff has assisted adopting school districts to implement the desired component of the model program in their respective school system. The reported information shows that all of the implementation tasks were completed in five adopting school systems. The desired number of six adopters was not attained.

Outreach Objective 6: The six adopting schools will be able to successfully replicate the model preschool handicapped program as indicated by the evaluation report of instructional activities. It is expected that 70 percent of the instructional objectives will be achieved.

The adoption process was considered successful if students in the adopter schools could achieve gains similar to the expected gains specified for students in the model program. The criterion was a 15 percent increase in the skill area being measured. Student achievement data was provided by two of the adopter school districts. This information is shown in Tables 27 and 28. It should be noted that some of the adopter sites implemented only the parent component and was not inclined to provide the Outreach staff information on student achievement.

Table 27: COMPARISON OF PRE AND POSTTEST SCORES OF PRESCHOOL HANDICAPPED STUDENTS IN VERNON PARISH ON THE LEARNING ACCOMPLISHMENT PROFILE

Skill Area	N	Functional Age in Months			Percent of Change
		Pretest Mean	Posttest Mean	Difference	
Gross Motor	10	31.8	38.4	6.6	20.8
Fine Motor	11	32.2	38.7	6.5	20.2
Writing	12	28.5	37.0	8.5	29.8
Social	10	33.0	39.2	6.2	18.8
Self Help	2	24.0	32.0	8.0	33.3
Cognitive	7	35.7	37.0	1.3	3.6

Table 28: COMPARISON OF PRE AND POSTTEST SCORES FOR PRESCHOOL HANDICAPPED STUDENTS IN NATCHITOCHES PARISH ON THE LEARNING ACCOMPLISHMENT PROFILE

Skill Area	N	Number of Tasks Accomplished			Percent of Difference
		Pretest Mean	Posttest Mean	Difference	
Gross Motor	10	21.6	31.1	9.5	44.0
Fine Motor	10	18.3	23.0	4.7	25.7
Social	10	10.0	23.5	13.5	135.0

The data in Table 27 shows that students in the program in Vernon Parish school district made a 15 percent or higher gain in five of the six skill areas measured. The results from this school district were reported in terms of the growth in months.

The information from the Natchitoches program indicates the students in this school district made excellent gains in all three of the skill areas measured. The Natchitoches project has also been instrumental in conducting two awareness workshops in school districts in their area.

VII. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

The following table summarizes the evaluation results for the Outreach program.

Table 29: A SUMMARY OF THE EVALUATION RESULTS FOR EACH OF THE PROGRAM OBJECTIVES

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	Evaluation Report a. Placement record	90% of participants would be placed in regular kindergarten, 1st grade, or special education classes	6 year old students in the program	87 percent placed in appropriate alternative with one placed in residential setting	X	
	b. Attendance record	90% of parents would attend or participate in parent activities	Parents of student in the program	100 percent participated in one or more activities	X	
	c. Preschool and Kindergarten Performance Profile	15% gain on self-help, interpersonal, and perceptual motor scales	Mentally retarded students in program	149% gain on self help; 74% gain on interpersonal; 186% gain on perceptual development	X	
	d. Preschool and Kindergarten Performance Profile	15% gain on emotional behavior scale	Emotionally disturbed students in program	65% gain	X	
	e. Preschool and Kindergarten Performance Profile	15% gain on interpersonal and perceptual scales	Learning disabled students in program	4% gain on interpersonal skills 28% gain on perceptual development skills	X	X
	f. Preschool and Kindergarten Performance Profile	15% gain on Gross Motor Scale	Physically Handicapped students in program	175% gain	X	
	g. Preschool and Kindergarten Performance Profile and McDonald Screening Deep Test of Articulation	15% gain on communication scale	Students with speech handicaps in the program	57% gain 200% gain	X	

Table 20 (continued)

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1 (con.)	h. Environmental Language Inventory	25% gain	Hearing impaired students in the program	58.5% gain	X	
2	Requests for information, materials, or training	100 requests	LEAs throughout U.S.	1. 2249 requests for materials 2. Requests for information for 48 states 3. Seven presentations made 4. Newspaper articles written	X	
3	Project Records of Awareness Activities	-10 awareness workshops with 75 participants -6 schools requesting adoptions	LEAs interested in Preschool Handicapped Program	1. Four awareness workshops conducted 2. 225 participants at awareness workshops 3. Over 30 school districts attended awareness workshops 4. Five adopters	X X	X X
4	Evaluation Report of training activities	70 percent of training objectives achieved in training sessions with six adopters	Personnel in adopting schools	Very positive response from two workshops and moderate positive response from one workshop	Insufficient evidence to determine achievement	
5	Calendar of Events Monitoring Reports	Measuring instrument available on adopting schools	Adopting schools	Implementation tasks completed in 5 adopter sites	Achieved in 5 adopter but not 6	
6	Replication Evaluation Report	70% of instructional objectives achieved	Adopting schools	Objective achieved in 8 of 9 skill areas measured	X	

B. Conclusions

The evaluation findings suggest the following conclusions:

1. The model program continues to be successful and has been integrated into the regular special education program of the school district.
2. Dissemination materials developed by the Outreach staff have been in great demand as more than 2,000 pieces of materials have been distributed.
3. Numerous awareness activities have been conducted and five school districts have been involved in adopting parts or all of the program.
4. The available responses to questionnaires administered at the end of training sessions indicate that training activities conducted by the Outreach staff have been well received. Feedback questionnaires need to be administered at all training sessions.
5. Project records indicate that five adopter schools completed the major implementation tasks involved in starting a preschool program for handicapped children and evaluation data from two of the adopting school districts indicated that participating students made desired achievement gains. All adopters did not provide evaluation data on student achievement.
6. The director of the Outreach program will need help and some guidelines in conducting future Outreach activities. Help is needed from the SEA in developing awareness workshops and guidelines are needed from BEH to determine whether technical assistance activities should be part of the Outreach program or if Outreach activities should be limited to assistance with adopter schools only.

C. Recommendations

From project monitoring and from the conclusions, the following recommendations are suggested:

1. The model program and Outreach activities should be continued as evaluation data is positive.
2. The staff should continue awareness activities but such activities should be coordinated with the Louisiana State Implementation Project for preschool handicapped children. The SEA staff needs to assist the director of the Outreach program in organizing awareness workshops.

3. It is recommended that the Outreach director contact her BEH program officer to determine if technical assistance activities with any school district are legitimate Outreach activities. If so records need to be maintained on these activities.
4. It is recommended that feedback questionnaires be administered to all participants at awareness workshops, training workshops, and technical assistance activities.
5. It is recommended that Outreach activities be correlated with activities conducted under the State 94-142 Annual Program plan, especially the preschool incentive grants.

Appendix

Evaluation Design Summary Chart

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The project staff will demonstrate ability to maintain the model program as indicated by the evaluation report. It is expected that student achievement objectives will be achieved.	Evaluation Report	End of project year	Student pre and posttest scores on (a) Preschool and Kindergarten Profile, (b) Environmental Language Inventory, (c) McDonald Screening Deep Test of Articulation, and Placement recommendation for six-year olds.	Participating Students	Pretest Sept. 1978 Posttest April 1979	Project Director

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
2. The project staff will demonstrate an ability to generate an awareness of the model preschool handicapped program as indicated by the number of school districts requesting information for materials, training, or additional information. It is expected that at least 100 requests will be received.	Request for information form	Form already available	Request forms will be completed from attachment to brochure, from telephone calls, and from workshop distribution. The form will gather information about: -schools making request -school district request -reason for request	All project staff will complete form	All during the project year	Project Director
3. The recipient of disseminated information will respond positively to the awareness activity as indicated by the number of school districts requesting demonstrations and by the number of school districts requesting permission to adopt the model preschool handicapped program. It is expected that (a) at least 10 demonstrations will be given with 75 persons attending, and (b) at least 6 school districts involving 50 teachers will make request to be adopters.	1. Record of demonstration workshops.	Forms already available	Date and place of workshop attendance roster	LEA's throughout U.S.	As done	Project Director
	2. Applications for adoptions	Forms already available	Data covering criteria for adoption	LEA's throughout U.S.	As received	Project Director

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The project staff will demonstrate ability to train adopting personnel in project activities as indicated by the number of training objectives successfully completed. It is expected that 70 percent of all the training objectives will be achieved.	Feedback Questionnaire	10 days prior to workshop	Criterion data on information being covered in workshop	Workshop participants	At the end of each workshop	Site Coordinator
5. The project staff will demonstrate ability to help at least six adopting schools to try out the model preschool handicapped program as indicated by a written calendar of events and monitoring reports. It is expected that (a) staff in the adopter schools will develop a calendar of events for implementing and operating project activities prior to the starting of the program, and (b) a monitoring report by the D/C staff will provide evidence that adopting schools are completing the implementation tasks as planned and on schedule.	Calendar of Events	Format already available	Calendar of Events will contain: -Task or activity to be implemented -Date activity to be completed -Tangible evidence that task has been completed -Person responsible for completing	Project Staff	Prior to start of program	Project Director and project staff of adopting school
	Monitoring Report	Format already available	Monitoring Reports will contain: -Date of report -Task to be completed -Scheduled date task to be completed -Actual date task was completed -Planned evidence that task was completed -Actual evidence that task was completed -Reason for discrepancies	Project Staff	After monitoring visit	Project Director

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
6. The six adopting schools will be able to successfully replicate the model preschool handicapped program as indicated by the evaluation report of instructional activities. It is expected that 70 percent of the instructional objectives will be achieved.	Evaluation Report on student achievement	At completion of school year	Summary of findings on each instructional objective	Project Directors of adopting schools	At end of school year	Project Director